



# Padiham Green Church of England Primary School

**Better  
education  
and care**

Inspection report

Unique Reference Number 119366  
 LA Lancashire

Inspection number 280535  
 Inspection dates 2–3 March 2006  
 Reporting inspector Mr Graeme Clarke

This inspection was carried out under section 5 of the Education Act 2005.

Type of School	Primary	School address	St Anne's Street
School category	Voluntary controlled		Padiham
Age range of pupils	4–11		Burnley
			Lancashire
			BB12 7AX
Gender of pupils	Mixed	Telephone number	01282 776855
Number on roll	189	Fax number	01282 687 010
Appropriate authority	The governing body	Chair of governors	Mr Andrew Duncan
Date of previous inspection	May 2000	Headteacher	Mr Mark Dixon

<b>Age group</b> 4–11	<b>Published</b> March 2006	<b>Reference no.</b> 280535
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school serves an area of social and economic deprivation. It is recently built but its roll has fallen in recent years. Almost all pupils are of white British origins. An above average number take free school meals. The proportion with learning difficulties and/or disabilities is about average. In January 2006, a new headteacher and deputy headteacher were seconded from nearby schools to cover the long-term absence since 2004 of the school's own headteacher and deputy.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Inspectors agree with the school that it provides a satisfactory education. Children begin school with below average attainment. Because of good teaching in the Foundation Stage and Key Stage 1, they make good progress so that, by the end of Year 2, standards improve to above average except in writing. At the end of Year 6 standards in English, mathematics and science were below average in last year's tests. Currently, much teaching in Key Stage 2 is satisfactory, leading to pupils' satisfactory achievement. Year 6 pupils now benefit from exemplary teaching and are achieving well, although standards of work are average.

Personal development and well-being are good. Pupils enjoy school and attendance is improving. Overall, the school provides satisfactory care, guidance and support. Social and moral development are good. Pupils' spiritual development is satisfactory but their cultural development is unsatisfactory. Taking into account pupils' backgrounds, their starting points when they begin school, and their attainment in Year 6, the school gives satisfactory value for money.

Leadership and management are satisfactory. The new headteacher and governors systematically evaluate the school's work together and have an accurate grasp of its strengths and weaknesses. All issues raised in the last inspection have been successfully addressed. The headteacher's very effective leadership has already set a good tone for learning and has improved achievement, attendance and behaviour. The capacity for further improvement is good.

### Grade: 3

### What the school should do to improve further

- Raise achievement and standards in writing in Key Stage 1, and in English, mathematics and science in Key Stage 2.
- Improve the overall quality of teaching to the level of the best in the school.
- Promote pupils' cultural development.

## Achievement and standards

Inspectors confirm the school's judgement that standards and achievement are satisfactory. Children join the reception class (Foundation Stage) with below average abilities, especially in literacy. They make good progress and attain standards that are broadly average when they enter Key Stage 1. Most continue to make good progress and last year attained above average results in the Year 2 assessments in reading and mathematics. Writing was a little below average. Pupils currently in the infant classes are making good progress and achieving well.

Most pupils in Key Stage 2 do not progress as well. In 2005, results in Year 6 tests fell below national averages and below the school's targets. English results declined the most, and fewer pupils gained the highest grades in science than in English and mathematics. Nevertheless, all but one pupil did as well as expected given their starting points and backgrounds. Girls attain slightly better tests results than boys in both Year 2 and Year 6. Currently, pupils in classes in Years 3 to 5 achieve satisfactorily. Exemplary teaching helps pupils in Year 6 to achieve well in English and mathematics, but less so in science. Their standards of work are in line with national averages. Pupils who have learning difficulties and/or disabilities achieve as well as their classmates.

### Grade: 3

## Personal development and well-being

Pupils' personal development and well-being are good. Pupils understand how to lead healthy lifestyles. They feel safe in school and know whom to turn to should there be any problems. They enjoy coming to school although overall attendance is only satisfactory. Pupils eagerly help with the smooth running of the school and contribute well to the wider community. The buddy system, school council and charitable activities help them to develop a sense of responsibility and to show initiative.

Pupils' spiritual, moral and social development is satisfactory overall though the children's learning about other cultures is unsatisfactory. Children behave well and have a good understanding of the differences between right and wrong. Good social development is enhanced by very good relationships throughout the school. In these aspects of life in school, the adults provide good role models. Pupils are polite and courteous, and behave well in lessons and when moving around the school. Their spiritual development is satisfactory. Cultural development is unsatisfactory because pupils have limited opportunities to learn about the multi-cultural nature of wider British society. The secure grounding most children have in literacy, numeracy and information and communication

technology, and in skills for working together, prepares them well for their future economic well-being.

## **Grade: 2**

### **Quality of provision**

#### **Teaching and learning**

Inspectors and the school agree that, overall, teaching and learning are satisfactory. Well planned, imaginative teaching in the Foundation Stage helps children to achieve and make good progress. Teaching is particularly good in Years 1, 2 and 6, where pupils achieve well. Here, teachers plan lessons carefully and ensure that tasks are suited to pupils' different abilities. They manage learning successfully so that pupils know what is expected of them, participate fully and behave well. Accurate and supportive marking enables pupils to see their mistakes and how they can improve. Brisk lessons sustain pupils' interest. Teachers use good subject knowledge to give clear explanations and ask challenging questions to extend pupils' learning. They provide interesting work so that pupils are eager and find learning enjoyable. For example, in Year 2 the teacher made good use of pupils' excitement about dressing in character to extend their speaking and listening skills. Elsewhere, in Years 3 to 5, teaching is satisfactory because not enough is done to check and consolidate learning, or inappropriate sequencing of activities slows the rate of learning. These pupils do not achieve as much as they should. Teaching assistants work closely and effectively with class teachers to support pupils with learning difficulties and/or disabilities.

## **Grade: 3**

### **Curriculum and other activities**

The curriculum is satisfactory. It is carefully tailored to different needs, reasonably balanced and meets statutory requirements. However, in science older pupils have too few opportunities to learn through their own practical investigations. Sound provision helps pupils know about the uses and abuses of drugs, and about sex and relationships, as part of their personal and social education. Work is thoroughly planned and builds securely on what has gone before. All staff use clear and manageable individual education plans to enable pupils with learning difficulties or disabilities achieve well. The school provides a satisfactory range of enrichment activities. During the inspection it took 'World Book Week' to heart and all pupils and teachers became fully involved. Varied activities significantly extended learning by making it exciting and enjoyable.

The curriculum is enhanced by visitors such as artists and theatre groups, and by pupils making visits out of school.

### **Grade: 3**

#### **Care, guidance and support**

Care, guidance and support are satisfactory overall. Personal care and guidance are good because in this school every child really matters. Adults foster very good relationships and the school's caring atmosphere reflects its Christian values. Pupils develop confidence and self-esteem because everyone is made to feel important. Child protection procedures are secure. The school places a strong emphasis on helping children to remain safe, and to lead a healthy lifestyle. Expectations of pupils' behaviour are high and school is a calm and orderly place. Staff know pupils well and are alert to their needs. Strong links are maintained with parents, who, after an unsettled period, are now mostly very satisfied. Efficient assessment systems inform recent initiatives to track pupils' progress, to set targets for improvement, and to give specific guidance and support. These are beginning to raise standards, for example in story writing, but are not yet embedded and effective throughout.

### **Grade: 3**

#### **Leadership and management**

Over the past 18 months a lack of stable leadership and consistent management has adversely affected pupils' progress and achievement. A new headteacher and deputy headteacher joined the school in 2006, and inspectors agree with them that leadership and management throughout the school are satisfactory. The new leadership team is making a vital contribution to creating the positive climate for learning that all pupils can thrive in and enjoy. The headteacher is deservedly held in the highest regard by governors and parents, who comment very positively on his contribution. His accurate evaluation of the school, made in association with the governors and staff, is based on diligent analysis and monitoring of pupils' work. He has, in a couple of months, very quickly gained a good knowledge of the school, and had set and tackled appropriate priorities for its improvement. Middle managers are making a more focused contribution to this process. Governors too now have a good grasp of the school's strengths and weaknesses, based on the head teacher's reports and their own informal information gathering. They systematically evaluate aspects of the school's work and are poised to widen their field of view. The school has successfully addressed the issues raised at the last inspection. Attention to the clear priorities for improvement is already bearing fruit.

Attendance is markedly better. Behaviour is now good. Teachers assess pupils' work well, and are giving better guidance and support to improve their progress.

High quality teaching in Year 6 has raised achievement. Literacy is improving. Plans are well advanced to deal with it further, as well as to improve standards in numeracy and science. The capacity for further improvement is good.

**Grade: 3**



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## Inspection judgements

<b><i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i></b>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>	
How well does the school work in partnership with others to promote learners' well-being?	<b>3</b>	
The quality and standards in the Foundation Stage	<b>2</b>	
The effectiveness of the school's self-evaluation	<b>2</b>	
The capacity to make any necessary improvements	<b>Yes</b>	
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>	
The standards <sup>1</sup> reached by learners	<b>3</b>	
How well learners make progress, taking account of any significant variations between groups of learners	<b>3</b>	
How well learners with learning difficulties and/or disabilities make progress	<b>3</b>	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>	
The extent of learners' spiritual, moral, social and cultural development	<b>3</b>	
The behaviour of learners	<b>2</b>	
The attendance of learners	<b>3</b>	
How well learners enjoy their education	<b>2</b>	
The extent to which learners adopt safe practices	<b>2</b>	
The extent to which learners adopt healthy lifestyles	<b>2</b>	
The extent to which learners make a positive contribution to the community	<b>2</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>	
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>	
<b>How well are learners cared for, guided and supported?</b>	<b>3</b>	

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>3</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>3</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	
Does this school require special measures?	<b>No</b>	
Does this school require a notice to improve?	<b>No</b>	

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community.	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>NA</b>
Education for all learners aged 14–19 provides an understanding of employment and the economy.	<b>NA</b>

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Mr Mark Dixon  
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BB12 7AX

6 March 2006

Dear Pupils

We really enjoyed visiting your school for two days last week when we came to see how well you are doing. It was very important for us to find out what you do and also how you assist with running the school. Thank you for helping us when we called into your classrooms to see you at work. You were always very polite and helpful. We were very impressed when we met those of you on the school council. It was great to see how much you enjoyed taking part in World Book Week. So many of you, and your teachers and other adults in school, did wonderfully well in bringing to life characters in the books and stories that you like to read and hear.

**What we liked about your school.**

Many of you are being taught well and you make good progress with your work. You are really well behaved, have good manners, and work hard. Mr Dixon and all his staff are very proud of you. You are safe and happy because all the adults in the school look after you very well. Mr Dixon is a good headteacher. Mr Dixon, the governors and staff all want to help you, so please listen to what they say.

**What we think could be improved.**

We've made some suggestions for the governors and Mr Dixon to think about.

We've asked them to find ways to help you do better in writing in Years 1 and 2, and in English mathematics and science for those of you in Years 3 to 6. This is because we think test marks in the past have not been as high as they could be. We think you should be able to get higher marks.

We've asked Mr Dixon and the governors to make sure that all your lessons are as good as the best in the school.

## **Annex B**

We feel that the school should give you more opportunities in lessons and by visits out of school to discover things about the world, and to find out as much as you can about different people in Britain and other countries.

With best wishes to you all

Graeme Clarke  
(Lead inspector)